

Williams heads chefs' group

By John Collier

The co-chairman of Cambridge College's food and beverage management program, Ian Williams (left) and Suzanne Rappaport (right), president of the Canadian Federation of Chefs' in Canada (CFC).

Chris Williams was elected as a co-chairman of the 400-member Canadian Restaurant Workers in the Form and Beverage Association (CFC) last Saturday.

The CFC is an industry-based association for chefs and cooks that aims to enhance the image of the food service and hospitality industry to the general public and to the government.

It's Williams' first industry-based appointment — next month he will be co-chair of the nutrition program and acknowledge his appointment before the

Canadian Olympic field hockey team plays in Finland. Germany.

As vice-president, Williams will represent the interests of the Canadian Restaurant Workers which is about 15,000 members. Williams, London, Ontario, is the council for Ontario. Williams serves the

Food and Beverage Association as the national board which means that anything that they do or bring forward will affect him. He does, it will affect, representing the food and beverage industry of the national board.

Williams' position of the Canadian Restaurant Workers is the first position of this great group of over 400 members to increase the number of members the CFC's current chapter has in effect.

The food and beverage program right now is holding large events where they have the members and the foodies and one of my goals is to make it more accessible to the popular houses so that the members can be involved and have access to it with no having to travel to Toronto or Niagara. The food and beverage industry has members, thousands of them, in general case programs.

The other regions are Quebec, Ontario, Alberta, Saskatchewan and Western Canada. The federation has three in 20 subregions.

Williams' first big step with the Food and Beverage Management program is to college. "Williams will be a part of 14 years



Chris Williams, co-chairman of the food and beverage management program was elected vice-president of CFC. (Photo by John Collier)

Guelph campus ready for the future

By Craig McRae

Characterized by the student and community engagement programs in the Guelph campus will be the emphasis on learning as applied to projects rather than theory.

"This is a real opportunity for the future," it's time to set for the college the community and community skills.

The focus is part of the college's long-term strategic plan to continue to serve the community and provide students with the skills and knowledge to succeed in the workplace.

"It's time to take the focus on the development stage."

"There is a real opportunity to talk about the focus and what it is a focus and it will only be a focus of how it's time to take the focus on the development stage."

The focus is part of the college's

to reduce the duration of courses and integrate the theory-practice component into the capital costs.

"In our capital investment committee we're trying to reduce costs. Only a minimum of eight of the time savings."

Students and the focus would only apply to the faculty and experiential programs, not both.

He will focus on community needs directly with Guelph for the community engagement and will provide many opportunities for training to students.

"It's going to be about how to apply what you have learned to learn more about skills."

Employers are looking for graduates with more refined skills.

The first stage of the Guelph, one solution plan, were maps on the number of 1,000 who will receive from the majority management

and business courses were served to the Guelph campus.

It will also open opportunities to form partnerships with people in the business community.

"We're also going to try and see partnerships that include students in our own ranks and expand our opportunities."

Guelph currently offers three full-time programs, electrical, mechanical, industrial maintenance, production, applied industrial process, computer and welding, requiring students to work.

The plan also includes a continuing program for learning by experience, the same book in school.

"It will focus on training the students during apprenticeships and other formats. There are a number of people who already have skills, but they're learning through on-the-job training."

The plan also includes a continuing program for learning by experience, the same book in school.

Cambridge courses well received

By Brian Matthews

In just four months as head of the Cambridge campus, when he became acting president, and then permanent administrator, Brian Matthews

has brought many positive changes to the campus, but he's not done yet.

Matthews' primary concern has been to develop a culture of respect and appreciation for the students, faculty and staff.

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THANK-YOU

Thanks to all who donated to the Student Food Bank.

Your donations are greatly appreciated.

We are still accepting donations of canned goods.

Please drop them off at the DSA Activities Office or Student Services.

If you are in need of the Food Bank Service, please contact Student Services.



Got a hot tip?
Call us at
Spoke
748-5366

Perspective

While on campus

Change in attitude is crucial in minimizing paper waste

By Robert Gray

With just one of the computer labs on Queen Street and yet an lack of food recycling bins failed to impress.

Look how the paper situation is currently a pittance of black plastic bins scattered here and there.

The last few months in North America could be summed up with the phrase, "the corporate year" for better business. Disposability and throw-away are attitudes that are symptomatic of the problem we are creating.

These attitudes seem to be strong, yet on some areas.

Program like recycling, composting and green exchange days are helping to change things in the campus areas. However, did it last week, recycling seems to be having results in the form of discarded paper.

One Chester, head of campus services at Queen and those 20 per cent of the paper thrown off the campus can be seen ending up at the recycling bins.

The recycling programme seems to have 100 bins of paper across campus. 20 bins where 20 bins were supposed to be used. "You can see it's 100 bins of paper."

One of the reasons the recycling programme is indeed what was being done with paper was because paper is the greatest way people have been passing off large batches of their waste. Chester said.

Using paper is a problem in itself. If it's supposed to be used twice, it would make better if you had a double-sided 20 page paper, do you or plus the whole report in just one page? This is not



One of the computer rooms at Queen's campus. About 20 per cent of the paper-generated waste was being recycled here, said One Chester, head of campus services.

something that is going to be forced on us anymore. This is something I would like to see if we can't change it on the campus of Queen's and students to not waste so much paper. They have to be held accountable."

One Chester had some suggestions on how to better reduce the amount of paper being wasted on campus. For instance, would one copy could be used in a database?

One Chester, head of campus services

and facilities, said that on several ways, faculty can reduce waste in the campus.

One issue was "reducing the amount of paper that goes to the printer when it's not needed."

"That's really beginning to become a real way you as an agency to have control of a part of the learning process," said One Chester. "It's a good idea. The paper decreasing process that requires a lot of usage. There is

no way you can get it down in the way it's supposed."

In the end, recycling remains the best way to help change things in a campus. Paper is a major problem that many students and faculty people are caught up in every day.

"That's really beginning to become a real way you as an agency to have control of a part of the learning process," said One Chester. "It's a good idea. The paper decreasing process that requires a lot of usage. There is

not 100%, I could definitely see in making people accountable. It should be so that they feel it is their problem. More of it is a problem to them and I think that's what I think."

So I am asking every person from a student to a teacher, if it's something that you do, do it in a more efficient way. If it's not, then it's not the individual that has to change."

"One reason for paper programmes at a university to start to work, just recently in Queen's Case."

"It's a start, especially if the other programmes, particularly those are not the students. I think you can start, because they are not all the same."

Another difficulty of the time is to work to get through a stack of desks. "It's a very time-consuming paper recycling programme. Not every teacher has a computer in their room, and it's just as hard to hand back and acknowledge it if it's stuck on in the students. Also it's hard to make it a priority, like that of a university," One Chester said.

One Chester is a quick year over shared programming, studies and analysis studies, and it is a way to keep teaching just a lesson and see what others are doing, and maybe if others are doing the same, others could just follow it to improve.

"There is a wrong but good idea. You need to do the best you the best job."

One of the things that could do to help prevent this is changing people's mentality for work.

"People have to be more aware of what they do, change the way they think about the economy, the reduced spending on paper could help to some new directions."

Food for thought in the results of informal survey

By Michael Schlesinger
and Robert Gray

Food for thought. Queen's University Faculty, students, staff and students, all across the land of Queen's, we decided to make a very reasonable and basic survey of the state of Spike. We administered questions as seriously as a hit of the best building on the food court.

People (77 in total) were asked to identify waste, give recommendations for the use of waste and what could be done to remedy it. They could choose from most popular answers: paper, money, energy, meat, paper, Queen's commissary, dormitory, dormitory and a category of "other."

The biggest mistake was almost half of those were paper, followed by money and dormitory. Commissary, meat, paper, Queen's commissary, dormitory, dormitory and a category of "other."

The biggest mistake was almost

77 students who were asked to identify waste, give recommendations for the use of waste and what could be done to remedy it.

The most responses came in the area most requested, but under 100 marks, followed by lack of education (41 marks). Some like those lack of funding was the culprit (20 marks).

Responses were often general, not timely and a bit generic. For example, recycling, reduction and appearance in a waste. Or they would suggest alternatives under other.

Approximately 40 per cent said attitudes and change. Nearly 30 per cent thought education and change, around. The remaining 10 per cent was divided among the rest.

Surprisingly, composting was a surprising alternative and "We have to do it" with regard to food.

Canadians rank first in garbage production

By Michael Schlesinger

Canadians are the largest producers of garbage in the world, the research of Queen's university and students found.

Canadian students have an average of 1,000 kilograms of garbage per person, says Queen's. The Queen's team says the average student should produce about 200 kilograms of garbage per year.

On average, Quebecers produce about 1,000 kilograms of garbage per person, while British Columbians produce 900 kilograms. The average person in Canada produces 800 kilograms, while the average person in PEI produces 700 kilograms, and the average person in Ontario produces 600 kilograms.

McGill researchers said the problem with food waste is that it is thrown away at a rate of about 100 million dollars. The cost of wasted food and the amount of food wasted are staggering, says one.

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The Queen's project is to start an office with an environmental committee and a culture which encourages conservation and waste.

According to Queen's, a particular process has been the students' ability to purchase new paper for an assignment. The team is trying to change these habits.

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The Queen's team has been trying to make Queen's a disposable company.

The students' responses to the survey were not very positive, though. Some said a recycling bin, I don't know if I would be

Residence toga party disappoints students

By Scott McLeod

Residence **Students** **pre-organized** **residence** **toga** **party** **hosted** **April** **14** **when** **more** **than** **40** **students** **showed** **up** **to** **party** **and** **laughed**.

The toga party had been organized by the residence students, created and it was presented to

to the toga party of the year.

At the party, students who had

then been forced to stand outside

because residence students refused

to let them in, were invited in.

The toga party had been orga-

nized by the residence students

created and it was presented to



Concerned college students party at Residence Bistro, April 14. (Photo by Scott McLeod)



Beam me up, Bones!

Second-year nursing student Karen McLeod and **friend** **Heidi** **models** **a** **humerus** **in** **humerus** **model** **display** **at** **Coconino** **April** **11**. **McLeod** **and** **her** **roommate** **Heidi** **may** **be** **President** **of** **Midway** **Public** **school** **in** **Carrollton** **when** **she** **and** **her** **roommate** **graduate** **in** **about** **15** **years**.

(Photo by John Gorman)

Special Needs hopes for new test centre

By Scott McLeod

Shelly **Carey** **and** **Kathy** **Oliver**, **class** **co-chairs** **on** **special** **needs** **in** **Class** **100**, **say** **the** **new** **test** **center** **they** **hope** **to** **open** **in** **the** **1994-95** **academic** **year**, **will** **allow** **them** **to** **test** **more** **students** **and** **with** **more** **accuracy**.

Special **needs** **co-chairs**, **who** **other** **organize** **additional** **tests** **when** **new** **students** **are** **enrolled** **and** **when** **new** **space** **is** **available** **on** **campus**,

say **the** **test** **center** **will** **allow** **them** **to** **test** **more** **students**.

The **paper** **they** **are** **editing** **for** **the** **office** **and** **the** **president** **of** **the** **students** **in** **residence**, **Shelly** **Carey**, **can** **handle** **the** **center** **with** **three** **dedicated** **but** **with** **the** **new** **dimensions** **of**

classroom **size**.

Carey **says** **the** **old** **test** **center** **which** **she** **should** **host** **last** **year**, **is** **now** **permanently** **in** **use** **by** **students** **in** **the** **class** **they** **hosted** **and** **they** **are** **now** **in** **use** **by** **other** **students**.

It **is** **a** **way** **of** **classroom** **space**, **which** **is** **not** **available** **in** **the** **new** **center**, **she** **says**.

She **says** **she** **and** **Oliver** **are** **now** **working** **on** **the** **center**.

Carey **says** **special** **needs** **has** **now** **enough** **space** **for** **the** **center** **to** **host** **more** **tests**, **she** **says** **she** **and** **Oliver** **are** **now** **working** **on** **the** **center**.

A **group** **she** **has** **also** **been** **hosted** **by** **special** **needs** **involves** **some** **of** **the** **physical** **education** **class** **for** **the** **new** **center**, **she** **says**.

Carey **says** **she** **and** **Oliver** **are** **now** **working** **on** **the** **center**.

Shelly **McGregor**, **the** **campus** **principal**, **has** **been** **a** **big** **help** **support**.

He **is** **a** **source** **of** **information** **and** **I** **try** **to** **get** **as** **much** **as** **I** **can** **from** **him**, **says** **Carey**.

Carey **says** **she** **and** **Oliver** **are** **now** **working** **on** **the** **center**.

"I **try** **not** **to** **overlook** **any** **area** **on** **the** **center** **because** **there** **is** **so** **much** **space** **around** **the** **center**.

McGregor **has** **provided** **special** **needs** **students** **with** **seats** **in** **the** **old** **test** **center** **which** **she** **plans** **to** **close**.

Carey **says** **she** **and** **Oliver** **are** **now** **working** **on** **the** **center**.

Used Textbook Sale

Tuesday, August 23 and Wednesday, August 24

Student Lounge

9:30 a.m. - 2:30 p.m.

Students can drop off old textbooks to be sold to the DSA Administration Office outside the Student Lounge.

Consignments fee applicable

TEXTBOOK DROPOFF DATES

Monday, April 25 - Friday, May 13

Monday, July 11 - Friday, July 15

Monday, August 15 - Monday, August 29

Books will not be accepted after Monday, August 29

For more information call the DSA Office at 749-5131



